

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/The Holocaust Through Literature

Course Code: ELA

COURSE INTRODUCTION:

When students enter 6th grade, they should have a solid foundation in literature and other subject areas and should be able to read and write fluently. They begin to explore deeper and subtler themes across reading, writing, speaking and listening. In reading, students will cite evidence to support analysis of both literature and informational text, determine central idea and theme, and create an objective summary. Additionally, students will use context clues to determine meaning, will analyze the overall text structure, and will explain how the author's point of view or purpose is conveyed. In a variety of genres, students will evaluate arguments from specific claims and compare/contrast various author's crafts. Students will integrate information in varied formats using media. In writing, students will use the writing process and conventions to create varied works for multiple purposes. Students will write narratives to develop real or imaginary experiences or events, write informative/explanatory text to examine a topic, write an analysis of relevant content, and write arguments to support claims with clear reasons and evidence. Students will conduct short and extended research projects using print and digital resources. In speaking and listening, students will engage effectively in a wide range of collaborative discussions and present claims and findings in a logical sequence using evidence as support. In language, students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings as well as acquire and use accurately and effectively grade-appropriate general academic and domain specific vocabulary words. By the end of 6th grade, they are ready to study literature with complex and challenging themes. In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

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<p>UNIT DESCRIPTION:</p> <p>The Holocaust Through Literature: In this unit, students will explore what we can learn about the human experience from literature. Characters across historical fiction and biography, through both print and digital sources, will illustrate experiences during the Holocaust, painting a picture of this time period in history for students. Students will learn about and reflect upon the Holocaust through survivors' eyes, a collaborative inquiry project, and book club discussions. At the culmination of this unit, students will combine persuasion and literary analysis through characters on trial to demonstrate prevention of massive acts of violence in the future.</p> <p><i>Recommendations:</i> The teaching of Holocaust history demands of educators a high level of sensitivity and a keen awareness of the complexity of the subject matter. The following key questions to consider before teaching a unit on the Holocaust, while reflecting approaches that would be appropriate for effective teaching in general, are particularly relevant to Holocaust education:</p> <ul style="list-style-type: none">• Why should students learn this history?• What are the most significant lessons students should learn from a study of the Holocaust?• Why is a particular reading, image, document, or film an appropriate medium for conveying the topics that you wish to teach? <p>-United State Holocaust Memorial Museum</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-</p>	<p>SUGGESTED UNIT TIMELINE: 5 weeks</p> <p>CLASS PERIOD (min.): 60 minutes</p>
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<p>Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>							
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> How do readers reflect and respond? Why is information organized in different ways and how is it organized for different purposes? How does audience influence style in writing and oral presentations? 							
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
			GLEs/CLEs	PS	CCSS	OTHER	DOK
<p>1. Students will use evidence from the text to support their thinking.</p>		<p>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>R.1.H.6.a R.1.H.6.b R.1.H.6.c R.1.H.6.f R.1.H.6.g R.1.H.6.h R.1.H.6.i R.2.C.6.a R.2.C.6.b R.2.C.6.c R.2.C.6.d R.2.C.6.e R.2.C.6.f R.2.C.6.g R.2.C.6.h R.2.C.6.i</p>	<p>3.5</p>	<p>RI.6.1</p>		<p>3</p>

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<p>2. Students will create a timeline of events by integrating information from different media.</p>	<p>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		<p>1.6 2.7</p>	<p>RI.6.7</p>		<p>3</p>
<p>3. Students will develop and answer a question about the Holocaust through research.</p>	<p>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.A.6.a</p>	<p>1.2</p>	<p>W.6.7 W.6.8</p>		<p>3</p>
<p>4. When engaging in collaborative discussions, students will use evidence to support the topic, follow rules for collegial discussions, pose and respond to specific questions with elaboration and detail, and reflect about/review key ideas.</p>	<p>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and</p>	<p>L.1.A.6 R.1.H.6.h L.1.B.6 R.1.H.6.b R.1.H.6.f</p>	<p>2.1</p>	<p>SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d</p>		

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	persuasively.					
5. Students will write an argument to support the construction of their case for a classroom debate/trial.	W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. W.4: Produce clear and coherent writing in which the development, organization, style are appropriate to task, purpose, audience.	W.3.A.6.a W.3.A.6.b W.2.C.6.a W.2.C.6.b W.2.B.6.a W.2.B.6.b L.1.A.6 W.2.A.6.a	3.5	W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.4		3
6. Students will present their findings, state an argument and support claims through a classroom trial/debate using knowledge gained through the study of the Holocaust.	SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.2.A.6.a	3.5	SL.6.4 SL.6.6		3 4
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)						
Formative: Formative assessments include scoring guides for a Holocaust survivor story timeline, a collaborative inquiry project research process						

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<p>(http://www2.uwstout.edu/content/profdev/rubrics/middlelschresearchrubric.html) and oral presentation, a book club reading response journal, group discussion, and an argumentative paper. <i>Argumentative Writing Rubric</i> (6-11) http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf</p> <p>Summative: Using an argumentative paper to support the construction of a court case, students orally present their arguments to assigned groups. Unassigned group members will serve on the jury. Speech Rubric for 3-11 (http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf)</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
4	<p>1. Teacher shares one or more survivor stories (http://www.ushmm.org/wlc/en/a2z.php?type=idcard), teacher reads aloud about the Holocaust (http://www.readwritethink.org/files/resources/lesson_images/lesson416/ReadAloudList.pdf), and/or students may listen to a survivor story from the United States Holocaust Memorial Museum. (http://www.ushmm.org/museum/publicprograms/programs/firstperson/podcast/) Teacher may also share “Voices of Rescue” (http://www.ushmm.org/remembrance/dor/years/2012/voicesofrescue/) to build background knowledge about the Holocaust and consider inviting a Holocaust survivor to share his/her story with the class (http://www.ushmm.org/remembrance/dor/video/?content=hosting_survivor). Teacher questions class to discuss and explicitly models/thinks aloud how to use evidence to support the topic, follow rules for collegial discussions, pose and respond to specific questions with elaboration and detail, and reflect about/review key ideas.</p>
2	<p>2. Choosing a Holocaust survivor, teacher models how to create a collaged representation within a timeline structure of that person's journey before, during, and after the Holocaust, including photographs, maps, and other visual resources as well as poems or short quotations from the survivor testimony.</p>
3	<p>3. Teacher presents mini-lessons and models over several days on researching one survivor through a variety of resources—texts, images, sounds, photos, and other artifacts. Possible mini-lessons include crafting an effective question for inquiry-based research, locating and effectively utilizing both print and digital resources, taking notes and citing evidence. Teacher confers with students to help support them throughout the research process.</p>
1	<p>4. Teacher presents book talks on Holocaust literature sets and then assigns students to groups based on preferences. Over several days, teacher presents mini-lessons on pacing, reading expectations, and accountability during group discussions. (http://www.readwritethink.org/classroom-resources/lesson-plans/accountable-book-clubs-focused-1163.html)</p>

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4	<p>(http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf)</p>
5	<p>5. Teacher reviews the Argumentative Writing Rubric and Model Graphic Organizer for the Argumentative Essay (http://valenciacollege.edu/wp/cssc/documents/GraphicOrganizerforArgumentCSSCTipSheet_Revised_.pdf) and the example that goes with it. Over the next several days, the teacher presents mini-lessons on text structure for writing an argument, including, but not limited to: introducing a claim and organizing reasons and evidence clearly; supporting claims with clear reasons and relevant evidence; using words, phrases, and clauses to clarify relationships among the claim(s) and reasons; and crafting a concluding statement. Across these mini-lessons, the teacher crafts an argumentative piece using a common character/survivor with student input as an example. Teacher confers with students throughout the writing process. Last, the teacher uses the Argumentative Writing Rubric to score the example essay with class input.</p>
6	<p>6. Thinking about the sample argumentative essay created as a class, the teacher models how to turn this into an oral argument/presentation relying on the graphic organizer for support.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
4	<p>1. Students choose a Journal Entry (http://www.readwritethink.org/files/resources/lesson_images/lesson416/Journal.pdf) to write about individually and then discuss as a class. Students listen to one or more survivor stories. After seeing the teacher model through think alouds, students practice using evidence to support the topic, following rules for collegial discussions, posing and responding to specific questions with elaboration and detail, and reflecting upon/reviewing key ideas. Students self-reflect using the Discussion Evaluation Form.</p>
2	<p>2. After selecting a survivor story (http://www.ushmm.org/wlc/en/a2z.php?type=idcard), students create (over several days) a collaged representation within a timeline structure of that person's journey before, during, and after the Holocaust. Encourage students to include photographs, maps, and other visual resources to the timeline. Poems or short quotations from the survivor testimony may also be added at appropriate locations.</p>
3	<p>3. In cooperative groups (http://www.netc.org/focus/strategies/coop.php), students form a central question about the Holocaust and then utilize text resources (http://www.readwritethink.org/files/resources/lesson_images/lesson416/Booklist.pdf) as well as on-line resources (http://www.readwritethink.org/files/resources/lesson_images/lesson416/HolocaustOnlineInquiry.html) to gather information related to their question. Students use the website evaluation tool (http://interactives.mped.org/view_interactive.aspx?id=177&title) to determine the value of websites. Students share central question and research findings from notes in small groups.</p>

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1 4	<p>4. After listening to book talks, students each list two-four titles they are willing to read. Based on pacing decided by the group and approved by the teacher, students read a portion of the book each day, write a reading response after reading and discuss their thinking at the beginning of the next day, utilizing a critical thinking map (http://www.readwritethink.org/files/resources/lesson_images/lesson1163/map.pdf) Students self-evaluate each journal entry using the “Generic 3-Point Reading Rubric” and with teacher feedback during conferring. Teacher evaluates one journal entry for a formative assessment.</p>
5	<p>5. Students choose a character to argue why he or she made the correct choices or could have made different ones, utilizing the Model Graphic Organizer for the Argumentative Essay (http://valenciacollege.edu/wp/cssc/documents/GraphicOrganizerforArgumentCSSCTipSheet_Revised_.pdf) to begin the structure for their paper. After writing a rough draft, students will take the piece through the writing process. Finally, students will self-evaluate papers using the Argumentative Writing Rubric (6-11)</p>
6	<p>6. Using the argumentative paper to support the construction of their case, students orally present their arguments to assigned book club groups. Other book club group members will serve on the jury. Students self-evaluate using Speech Rubric.</p>
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>United States Holocaust Memorial Museum: http://www.ushmm.org/</p> <p>Holocaust Resource Glossary and Pronunciation Guide: http://fcit.usf.edu/holocaust/resource/glossary.htm</p> <p>Holocaust Book and Movie List: http://www.readwritethink.org/files/resources/lesson_images/lesson125/booklist.pdf</p>	